EDLE 103 Applied English Grammar

BA (English Studies) – B.Ed (TESOL)

Year I Semester II

EDLE 103 Applied English Grammar
BA (English Studies) – B.Ed (TESOL)
Author: Qwen3-235B-A22B-2507
Prompter: Lovedev Sharma

📚 A Book Born from Vision and Language

This book was not written by a single hand, but shaped by collaboration between human and AI — where passion met precision, and imagination met grammar.

- **Lovedev Sharma**, the mind behind the prompt, envisioned a grammar textbook that is not only academically rigorous but also engaging, accessible, and tailored for university students and future English teachers.
- **Qwen3-235B-A22B-2507**, the AI author, brought that vision to life — transforming concepts into clear explanations, dry rules into vivid stories, and learning objectives into lasting understanding.

Together, they prove that the future of education is not just digital — it's dialogic, creative, and deeply human.

🎯 For the Learner:

May this book be your guide, your grammar companion, and your confidence-builder.
May you not just pass your exam, but master the language you teach.

🎓 For the Teacher:

May you use these pages to inspire, to simplify, and to connect.
Grammar is not just rules — it's meaning, mood, and power. And you now hold the key.

🌎 For the Future of TESOL:

In classrooms across the world, teachers like you will use books like this to help learners speak, write, dream, and belong in English — not as natives, but as confident, capable users of a global language.

Thank you for reading.
Thank you for learning.
Thank you for teaching.

© 2025 | EDLE 103 Applied English Grammar

A collaborative academic resource developed for BA (English Studies) - B.Ed (TESOL) programs.

Intended for educational use.

Created with care, clarity, and a love for language.

📘 *This book was generated on September 7, 2025 through a synergistic exchange of human insight and artificial intelligence, marking a new chapter in educational authorship.*

Part I: Time Travel with Tenses – Mastering the Now and Then

Unit 1: Present Simple vs. Present Continuous

(The Battle of Habits vs. Happenings)

Welcome to the world of "now"—but not just any "now." In English grammar, there are two kinds of now:

- The permanent now (habits, facts, routines) → Present Simple
- The temporary now (actions happening at this very moment) → Present Continuous

Let’s dive into this grammatical showdown with a story.

🕰️ Scene: A Day in the Life of Alex

Alex lives in Kathmandu.
He teaches English at a university.
Every Monday, Wednesday, and Friday, he drinks coffee at 8 a.m. sharp.

But right now, as you read this…
Alex is sitting in his office.
He is typing this grammar book.
He is not drinking coffee—he’s too excited!

So what just happened?

✅ The first three sentences describe facts and routines → Present Simple
✅ The last three describe actions happening right now → Present Continuous

---

🔷 Present Simple: The Grammar of Forever (and Every Day)

Used for:

- Habits and routines:
  → *She walks to work every day.*
  → *They pray five times a day.*

- General truths and facts:
  → *Water boils at 100°C.*
  → *The sun rises in the east.*
- Permanent situations:
  → *He works at a bank.*
  → *I live with my parents.*

🧠 Think of it like a robot on repeat: same action, same time, same life.

📝 Form:
Subject + base verb (add -s/-es for he/she/it)

- I/You/We/They teach
- He/She/It teaches

💡 Fun Tip: If you can replace the verb with “always” or “usually” and it still makes sense, it’s probably Present Simple.

🔷 **Present Continuous: The Drama of Right Now**

Used for:

- Actions happening at this exact moment:
  → *Look! It is raining!*
  → *Why are you crying?*
- Temporary situations:
  → *I am staying with my cousin this week.*
  → *She is working from home these days.*
- Changing situations:
  → *The climate is getting warmer.*
  → *More people are learning English online.*

🎬 This tense is like a live camera feed—you’re watching the action unfold.

📝 Form:
Subject + am/is/are + verb + -ing

- I am typing

- She is laughing
- They are arguing (again!)

⚠️ But not all verbs go "-ing"!
Some verbs are "stative"—they describe states, not actions. You don't *see* someone *seeing*, do you?

🚫 No -ing for stative verbs like:

- Think (opinion): *I think he's right.* ❌ not "I am thinking"
- Know, believe, love, hate, own, seem, belong

✅ But wait—"think" can be continuous if it means "considering":
→ *I'm thinking about moving to Canada.* ✅ (This is active thinking!)

🤯 Real-Life Confusion: When Students Mix Up

❌ *I am loving this song!*
✅ *I love this song!* (emotion – stative)

❌ *She is having a car.*
✅ *She has a car.* (possession – stative)

But…
✅ *She is having a party tonight!* (Here, "having" = organizing → action!)

So context is everything!

🌎 TESOL Insight: Teaching the Difference

Imagine you're teaching a class in Bangkok. A student says:
❌ *I am going to school every day.*
You smile and say:
👉 *"Ah, you go every day—that's a habit. So we say: 'I go to school every day.' But right now, are you going? If yes—'I am going to school now!'"*

Use gestures:

- Circle finger → routine (Present Simple)

- Point to watch → happening now (Present Continuous)

Make it physical, visual, memorable.

✅ **Summary: Present Simple vs. Present Continuous**

	Present Simple	**Present Continuous**
Time	Always, usually, every day	Now, at the moment, currently
Use	Habits, facts, permanent states	Actions in progress, temporary situations
Form	I/You/We/They + verb He/She/It + verb + s/es	am/is/are + verb-ing
Signal Words	always, usually, often, every day	now, right now, at the moment, currently
Stative Verbs?	Yes	No (usually)

🎯 Remember:

Present Simple = The Clockwork of Life
Present Continuous = The Live News Report

Unit 2: Past Simple vs. Past Continuous — When Two Pasts Collide

Let’s time-travel to yesterday evening.

It was 7 p.m. Rina was watching her favorite drama.
The phone rang.
She jumped.
She answered it. It was her best friend.

What just happened?

Two tenses danced together:

- Past Continuous → *was watching* (background action, ongoing)
- Past Simple → *rang, jumped, answered* (sudden, completed actions)

This is the classic grammar collision—and it’s beautiful.

🔷 Past Simple: The Snapshots of the Past

Used for:

- Completed actions in the past:
  → *She left the house at 8 a.m.*
  → *Napoleon died in 1821.*
- Sequences of past events:
  → *He opened the door, walked in, and dropped his bag.*

📸 Think of it like photo album entries—each verb is a click of the camera.

📝 Form:
Subject + past tense verb

- Regular verbs: + -ed (played, watched)
- Irregular verbs: no rules! (go → went, see → saw, write → wrote)

💡 Tip: If you can add "yesterday", "last week", or "in 2010", and it sounds natural, it’s likely Past Simple.

🔷 Past Continuous: The Background Music of the Past

Used for:

- Ongoing actions interrupted by another event:
  → *I was sleeping when the earthquake started.*
  → *They were having dinner when the lights went out.*
- Setting the scene in a story:
  → *It was raining. The wind was howling. A cat was crying on the roof.*
- Two actions happening at the same time:
  → *While I was cooking, he was dancing in the kitchen.*

🎬 This tense is the movie background—the atmosphere, the mood, the long shot.

📝 Form:
Subject + was/were + verb + -ing

- I/He/She/It → was working
- You/We/They → were working

⚡ The Magic Formula: Past Continuous + Past Simple

This combo creates drama, surprise, and storytelling power.

While I was walking home, a dog bit me.
When she opened the door, everyone shouted "Surprise!"
He was driving to work when his phone exploded (figuratively).

🧠 Structure:
While/When + [Past Continuous], [Past Simple]
→ Ongoing action → Sudden action

💡 "While" = longer action (use with continuous)
💡 "When" = shorter action (use with simple)

✅ *While I was studying, my brother came in.*
❌ *When I was studying, my brother came in.* → Not wrong, but less natural

---

🌪️ Common Mistakes (and How to Avoid Them)

❌ *I was watching TV and the power gone.*
✅ *I was watching TV and the power went off.*

❌ *She was cooking when she cut her finger.* → Wait… can she be cooking *while* cutting?
✅ Better: *She was cooking when she cut her finger.* → Still okay but imagine the knife slip!

Use context to clarify:

She was chopping onions when she accidentally cut her finger. → Now it makes sense!

🧩 Special Use: Parallel Actions

Sometimes, two ongoing actions happen together:

→ *While I was reading, my sister was texting.*
→ *They were arguing, and the neighbors were complaining.*

No interruption—just two stories running side by side, like split-screen drama.

🌎 TESOL Insight: Teaching the Drama

In your future classroom, act it out!

🎭 Activity:

- Student A: *"I was walking in the park…"* (mime walking)
- Student B: *"Suddenly, a bird pooped on your head!"* (mime shock)

Laughter + grammar = unforgettable.

Use timeline drawings on the board:

- A long line → *was walking*
- A short arrow cutting it → *saw a snake*

Visuals win.

✅ **Summary: Past Simple vs. Past Continuous**

	Past Simple	Past Continuous
Use	Completed actions, sequences	Ongoing actions, background, interruptions
Form	Verb + -ed (or irregular)	was/were + verb-ing
Signal Words	yesterday, last night, in 2005, then	while, when, at 8 p.m., as
Interrupted Action?	The interrupter	The interrupted
Storytelling Role	The events	The atmosphere

🎯 Golden Rule:

Past Continuous = The stage being set
Past Simple = The actors entering

Part II: Time Traveler's Guide –

Mastering Before-Before and Will-Be-Having

Unit 3: Past Perfect — The Grammar of "Before the Before"

Imagine you're telling a story:

Sita arrived at the station at 9 a.m.
But the train had left at 8:45 a.m.
She missed it. She cried. The world ended (for five minutes).

What just happened?

Two past events:

1. The train left → earlier past
2. Sita arrived → later past

But the train left before she arrived.
So, we use the Past Perfect for the earlier event.

🎯 Past Perfect = The Past of the Past

🔷 When to Use the Past Perfect

Use it when:

- One past action happened before another past action
- You need to show sequence in the past
- You're telling a story and want to flash back

👉 It's like a time machine within the past.

Examples:

- *He was tired because he had not slept all night.*
  (No sleep → came before tiredness)
- *When I got home, my brother had already eaten my pizza.*
  (Pizza eaten → before I arrived)

- *She failed the test because she had skipped all the classes.*
  (Skipping → led to failure)

📝 Form:
had + past participle
→ *had gone, had eaten, had studied, had forgotten*

No difference for subject — everyone uses "had"!

🎭 The “Had-Double” Effect – Why It Feels Dramatic

The Past Perfect sounds formal, dramatic, or literary because it adds depth to the past.

Compare:

- ❌ *She arrived. The party ended.* → Two flat facts. No connection.
- ✅ *She arrived. The party had ended.* → Ah! She was late. Tragedy!

It’s the difference between:

- “I walked in.”
- “I walked in… and the room had been destroyed.” 💣

Cue the suspense music.

⚠️ Don’t Overuse It!

Use Past Perfect only when the sequence matters.

❌ *I had had breakfast. Then I went to work.*
✅ *I had breakfast. Then I went to work.*

Why? Because “then” already shows the order. No need to over-grammar.

But if you say: ✅ *When I arrived at work, I realized I had forgotten my laptop.*
→ The forgetting happened before the realization. Sequence is key.

🌎 TESOL Insight: Teaching the “Before-ness”

Ask students:

“Which happened first? Use had + past participle for the first one.”

Or tell a silly story:

Raju went to school. He opened his bag. His homework had vanished! Aliens? His dog? His younger brother?

Let them guess what had happened before Raju even left the house.

Humor + timeline = perfect understanding.

✅ Summary: Past Perfect

Situation	Sentence
One past action before another	*She had left before I called.*
Explaining a past result	*He failed because he had not studied.*
In reported speech (past reporting)	*She said she had never seen snow.*
Flashbacks in stories	*It was the house where he had grown up.*

🎯 Remember:

Past Simple = What happened
Past Perfect = What had already happened

It’s not just the past.
It’s the past squared.

Unit 4: Future Continuous — The Flowing Future

Let’s jump to tomorrow at 8 p.m.

At 8 p.m. tomorrow, I will be watching a movie.
You will be sleeping.
The moon will be shining.
The world will be turning — as usual.

This is the Future Continuous — not a prediction, not a plan, but a snapshot of an ongoing action in the future.

🎯 Think of it as:
"What will you be *in the middle of doing* at a specific time?"

🔷 When to Use Future Continuous

Use it when:

- You want to show an action in progress at a future time
- You’re making polite inquiries about someone’s plans
- You’re emphasizing duration, not completion

Examples:

- *This time next week, I will be flying to London.* 🛫
- *Will you be using the computer tonight?* (Polite: Can I use it after?)
- *At midnight, they will still be celebrating.* 🎉

📝 Form:
will be + verb-ing
→ *I will be studying, she will be dancing, they will be arguing*

🌙 The “Live Broadcast” Feeling

Future Continuous gives a cinematic feel — like we’re tuning in live to the future.

Imagine a camera panning across the city at 7 a.m. Monday:

- *Students will be rushing to class.*
- *Teachers will be drinking their third coffee.*
- *One student will be realizing he forgot his assignment.*

It's not about finishing — it's about being in the middle of it.

🧩 Not for Plans or Decisions

Don't use Future Continuous for:

- Decisions made now:
  ❌ *I will be calling the doctor.* (if you just decided)
  ✅ *I will call the doctor.* (simple future)

Use Present Continuous for fixed plans:

- *I'm meeting my advisor tomorrow.* (planned)
- *I will be meeting my advisor tomorrow.* (focus on the ongoing action)

Subtle difference? Yes. Important? Absolutely.

🌎 TESOL Insight: Making the Future Feel Real

Ask students:

What will you be doing at 12 p.m. this Friday?

Let them imagine:

- *I will be eating lunch.*
- *I will be sitting in class.*
- *I will be wishing I were on vacation.*

Now ———→ [Future Time: 6 p.m.] ———→ Later

↓

Will be cooking dinner

Or play “Future Spy”:

At 9 p.m. tonight, I will be watching you… through grammar! 👀

Laughter locks in learning.

✅ **Summary: Future Continuous**

Situation	Sentence
Action in progress at future time	*At 8 a.m., she will be teaching.*
Polite questions about plans	*Will you be joining us?*
Predictable routines in future	*In 2050, people will be working from Mars.*(okay, maybe)
Emphasis on duration	*They will be traveling for hours.*

🎯 Remember:

Future Simple = Will do
Future Continuous = Will be doing

One is a decision.
The other is a movie scene from tomorrow.

Unit 5: Future Perfect — The Future That's Already Done

Yes, you read that right.

There's a tense for something that will already be finished by a certain future time.

Welcome to the Future Perfect — where the future has already happened.

🎯 Future Perfect = Will have + past participle

🔷 When to Use Future Perfect

Use it when:

- An action will be completed before a specific future time
- You want to emphasize completion, not duration
- You're looking backward from the future

Examples:

- *By next June, I will have graduated.*
  (Graduation happens before June)
- *She will have finished the report by 5 p.m.*
  (At 5 p.m., it's done)
- *In ten years, scientists will have discovered a cure for aging.* (We hope!)

📝 Form:
will have + past participle
→ *will have eaten, will have written, will have forgotten*

🕰️ The "Deadline" Tense

Think of it like a countdown with a finish line in the future.

On December 31st, I will look back and say:
"This year, I will have published three books, lost ten kilos, and eaten too much pizza."

Even though it's not done yet, from that future point, it's complete.

🎯 Signal Words That Scream "Future Perfect!"

Look for:

- By → *By 2030, AI will have replaced many jobs.*
- By the time → *By the time you arrive, I will have left.*
- In + time → *In five years, she will have mastered Japanese.*
- Before → *I will have finished before you start.*

These are your Future Perfect red flags.

🌎 TESOL Insight: Teaching the "Looking Back from the Future"

Ask students:

What will you have done by the end of this semester?

Let them answer:

- *I will have passed five exams.*
- *I will have written ten essays.*
- *I will have survived EDLE 103!* 😅

Use a future milestone timeline:

Now ———→ [Midnight] ———→ New Year's Day

↓

Will have eaten dinner

Emphasize:

"At midnight, dinner will already be done."

✅ **Summary: Future Perfect**

Situation	Sentence
Completion before future time	*By 2025, he will have retired.*
Looking back from future	*Next year, I will have lived here for ten years.*
With "by the time"	*By the time you read this, I will have disappeared.*(Kidding.)

🎯 Remember:

Future Continuous = Will be doing (in progress)
Future Perfect = Will have done (already finished)

One is a live stream.
The other is a trophy on the shelf.

Part III: The Modal Verbs Saga — Power, Permission, and Possibility

---

Unit 6: Modal Verbs 1 — Ability: "Can I? Could I? Will I Be Able To?"

Imagine you're at a party.

Someone says:

"I can swim across the river!"
Then an old man chuckles:
"I could swim across it when I was 20."
And a nervous teenager mutters:
"I will be able to swim… after this swimming class."

Three people.
Three times.
One idea: Ability.
But three different modals.

Let's unlock them.

🔷 Can – **The Superpower of Now**

Use: Present ability — what you can do right now.

She can speak five languages.
Birds can fly. Humans can't (yet).
I can't believe you ate the last samosa!

📝 Form:
can + base verb (no -s for he/she/it!)
→ *He can dance. She can lie. It can wait.*

💡 Fun fact: "Can" is the shortest superpower in English. One syllable. Infinite confidence.

But be careful:
❌ *He cans swim.* → Never! "Can" never takes -s.

🔷 Could – **The Flashback of Ability**

Use: Past ability — what you were able to do.

When I was six, I could run faster than my brother.
She could play the piano by ear as a child.
I could stay awake all night… back in college.

📝 Form:
could + base verb
→ *I could jump, they could win, she could disappear*

⚠️ Note: "Could" for past ability is not the same as "was able to".

- ✅ *I could swim* = general ability
- ✅ *I was able to swim to shore* = specific success in a difficult situation

Use was/were able to for one-time achievements.
Use could for general past skills.

🔷 Be Able To – **The Flexible Survivor**

Sometimes, can/could vanish. That's when be able to steps in.

It's used when:

- You need infinitives (*want to be able to*)
- You need perfect tenses (*have been able to*)
- You need future forms (*will be able to*)

Examples:

- *I want to be able to teach grammar confidently.*
- *She has been able to pass every exam so far.*
- *By next year, I will be able to speak fluent Japanese.* (hopefully!)

💡 "Be able to" is like the Swiss Army knife of ability — not always elegant, but it works everywhere.

🌎 TESOL Insight: Teaching “Can” vs. “Could” vs. “Be Able To”

Start simple:

Can you ride a bike? → Present
Could you ride a bike when you were five? → Past

Then level up:

Will you be able to come tomorrow?
Have you ever been able to touch your toes?

Use mime games:

- Act out: *I can dance!* (dance)
- Then: *I could dance when I was young.* (mimic old legs)
- Then: *I hope I’ll be able to dance at my wedding.* (dreamy look)

Emotion + movement = deep learning.

✅ Summary: Ability Modals

Modal Verbs	Tense	Situation	Sentence
can	Present	General ability	*I can cook.*
could	Past	General past ability	*I could climb trees.*
be able to	Any	When "can/could" don’t work	*I will be able to help.*

🎯 Remember:

Can = I’ve got the power now
Could = I had it once
Be able to = I’m working on it

Unit 7: Modal Verbs 2 — Obligation, Necessity, Prohibition, and Advice

Time to get serious.

This is the world of must, have to, should, ought to, and must not — the grammar of rules, duties, guilt, and good intentions.

Let's meet the players.

🔷 Must – **The Voice of Internal Duty**

Use: Strong obligation — usually from the speaker's opinion or urgency.

You must stop smoking. It's killing you.
I must finish this assignment tonight.
Students must respect their teachers.

📝 Form:
must + base verb
→ *must go, must study, must behave*

💡 "Must" feels strong, personal, urgent — like a doctor's order or a moral command.

But it's rare in questions like *Must I go?* — sounds dramatic, almost Shakespearean.

🔷 Have to – **The Voice of External Rules**

Use: Obligation from rules, laws, or other people.

In Nepal, you have to wear a seatbelt.
I have to wake up at 5 a.m. for my job.
She has to submit the report by Friday.

📝 Form:
have/has to + base verb
→ *I have to go, she has to leave, they have to wait*

💡 "Have to" is more common in speech than "must".
It sounds less bossy, more factual.

And yes — it changes form:

- I/You/We/They → have to
- He/She/It → has to

🔷 Must vs. Have to – The Great Debate

Speaker's opinion	Outside rule
Stronger, more urgent	More neutral
"You must love me!" (emotional)	"You have to love me!" (legally?)

You must exercise. → I really think it's important.
You have to exercise. → Your doctor said so.

🔷 Should / Ought to **– The Voice of Advice**

Use: Suggestions, recommendations, gentle pressure.

You should see a doctor.
Students should read more.
He ought to apologize. (more formal)

📝 Form:
should + base verb
ought to + base verb (rare in speech)

💡 "Should" is the most common advice-giver in English.
"Ought to" is correct but sounds old-fashioned or bookish.

👉 Use "should" for natural advice.
👉 Use "ought to" only in formal writing or exams.

🔷 Must Not (Mustn't) **– The Voice of Prohibition**

Use: Something is forbidden or very bad to do.

You must not smoke here.
Students must not cheat in exams.
You mustn't tell anyone my secret!

⚠️ This is stronger than "don't have to" — which means no obligation, not prohibition.

You must not eat that! → It's dangerous!
You don't have to eat that. → It's optional.

🔷 Don't Have To – **The Voice of Freedom**

Use: No obligation. You can, but you don't need to.

You don't have to wear a tie.
Students don't have to attend every class. (lucky them)

📝 This is NOT the same as "must not".

Think:

- ❌ *You must not go* = You are forbidden
- ✅ *You don't have to go* = You are free to stay

🌎 **TESOL Insight: Teaching Obligation with Emotion**

Use real-life dilemmas:

You're late for class. The teacher says: "You must arrive on time."
But your friend says: "You should try to be on time."

Ask:

Which one sounds angry? Which one sounds kind?

Use role-play:

- Doctor: *You must quit sugar.*
- Friend: *You should eat less sugar.*
- Law: *You have to wear a helmet.*

Let students feel the tone behind each modal.

✅ **Summary: Obligation, Necessity, Advice, Prohibition**

Modal Verb	**Situation**	**Sentence**
must	Strong personal obligation	*I must call my mom.*
have to	External obligation	*I have to pay taxes.*
should / ought to	Advice	*You should study more.*
must not (mustn't)	Prohibition	*You mustn't lie.*
don't have to	No obligation	*You don't have to come.*

🎯 Remember:

Must = I say so
Have to = The world says so
Should = I suggest so
Mustn't = You better not
Don't have to = You don't need to

Part IV: The Mood Masters — Possibility, Politeness, and Past Echoes

---

Unit 8: Modal Verbs 3 — Possibility and Expectation:

"Maybe. Probably. Definitely?"

Imagine you're looking at dark clouds.

You say:

It may rain.
Your friend says:
It might rain.
A weather reporter says:
It could rain this evening.
And your grandma says:
It will rain. I feel it in my bones.

Same situation.
Four different levels of certainty.

Welcome to the spectrum of possibility — where may, might, could, and will let you shade your predictions like a painter.

🔷 May / Might / Could **– The Trio of Uncertainty**

These three modals express possibility, but with slightly different vibes.

✅ May **– Formal, Neutral Possibility**

She may come to the party.
The results may be announced tomorrow.

💡 Use in academic writing, news, or polite speech.
Sounds serious, balanced.

✅ Might **– Slightly Less Likely**

She might come… if she finishes work.
It might snow, but probably not.

💡 “Might” often implies lower probability than “may” — though in modern English, they’re often interchangeable.

But psychologically?

You may win. → sounds hopeful
You might win. → sounds doubtful

✅ Could – **General Possibility or Ability**

Anyone could win this game.
It could be worse.
That could be the solution.

💡 “Could” is broader — it can mean:

- Possibility: *It could rain.*
- Past ability: *I could swim.* (Unit 6)
- Suggestion: *You could try calling her.*

🔷 Will – **The Voice of Certainty**

When you expect something to happen — with confidence — use will.

The sun will rise tomorrow. 👷
She will pass the exam. She’s brilliant.
They will be late. They always are.

💡 “Will” is not just future tense.
It’s expectation, prediction, faith in patterns.

But be careful:
❌ *It will may rain.* → Never!
Only one modal per verb phrase.

🔷 Probability Scale: From “No Way” to “For Sure”

Think of modals as volume knobs for certainty:

Modal Verb	Certainty	Sentence
will	90–100%	*He will be there.*
must	95% (logical conclusion)	*You're shivering — you must be cold.*
should / ought to	70–80%	*The train should arrive at 6.*
may / might / could	30–50%	*It might snow.*
can't	5% (impossible)	*He can't be at home — his car's gone.*

🎯 Fun Tip:

She may come. → I'm open to it
She might come. → I doubt it
She could come. → It's one of many options
She will come. → I'm counting on it

🌎 TESOL Insight: Teaching Shades of Meaning

Ask students:

How sure are you?
Then give them modal cards:

- "I'm almost sure" → will
- "It's possible" → may/might/could
- "It's unlikely" → might not
- "It's impossible" → can't

Use weather forecasts, exam results, love confessions:

He will propose tonight.
He may propose… if he's brave.
He might not even notice her.

Emotion + grammar = unforgettable.

✅ Summary: Possibility & Expectation

Modal Verbs	Possibility / Expectation	Level
may	Possibility (neutral/formal)	Medium
might	Possibility (slightly less likely)	Medium-Low
could	General possibility / suggestion	Medium
will	Expectation / prediction	High
should / ought to	Expected to happen	Likely
must	Logical conclusion	Very high (inference)
can’t	Impossibility	Very low

🎯 Remember:

May, might, could = “Maybe”
Will, must, should = “Probably”
Can’t = “No way”

Modals don’t just tell the future.
They rate the odds.

Unit 9: Modal Verbs 4 —

Requests, Offers, Permission, and Invitations: The Politeness Code

Time to get social.

In English, how you ask for something can be more important than what you ask.

Say:

Give me the salt. → Sounds like a command. Or a caveman.
Could you pass the salt? → Suddenly, you're polite. Human. Possibly loved.

Welcome to the grammar of kindness — where can, could, would, and will help you ask nicely, offer gracefully, and invite warmly.

🔷 Requests: How to Ask Without Sounding Rude

Expressions	Politeness Level	Sentence
Can you…?	Basic	*Can you help me?*
Could you…?	More polite	*Could you help me, please?*
Would you…?	Very polite	*Would you mind helping me?*
Will you…?	Direct but can be warm	*Will you help me?*(with tone)

💡 Could and Would are the kings of politeness — not because they're stronger, but because they're less certain, more hesitant, and therefore more respectful.

Can you open the window? → Neutral
Could you open the window? → I'm not demanding
Would you mind opening the window? → I care about your comfort

---

🔷 Offers: How to Give Without Pressure

Shall I…?	Offer to do something (for others)	*Shall I carry that for you?*
Can I…?	Informal offer	*Can I help you?*
Would you like…?	Offer something (food, help, seat)	*Would you like some tea?*

💡 "Shall I" is slightly formal but very kind — common in British English.
"Would you like…?" is universal — perfect for hospitality, teaching, service.

🔷 Permission: Can I? May I? Could I?

Can I…?	Informal	*Can I go to the bathroom?*(kids say this)
Could I…?	Polite	*Could I borrow your pen?*
May I…?	Formal/very polite	*May I ask a question?*

💡 In exams and formal writing, "May I" is preferred.
In real life? "Could I" is the sweet spot — polite but natural.

Avoid: ❌ *Can I have a raise?* → Sounds like a child asking for candy
✅ *Could I discuss a salary increase?* → Professional

🔷 Invitations: The Art of Inclusion

Would you like to…?	Most common	*Would you like to join us for dinner?*
Can you…?	Informal	*Can you come to my party?*
Will you…?	Direct, emotional	*Will you marry me?*💍

💡 "Would you like to…" is the gold standard — warm, open, pressure-free.
"Will you…?" is for big moments — proposals, promises, drama.

🌎 TESOL Insight: Teaching Politeness Across Cultures

In some cultures, being direct is respectful.
In English, being indirect is often polite.

Teach students:

The more hesitation, the more polite.

Compare:

- *Give me water.* → Rude
- *Can I have water?* → Okay
- *Could I possibly have a glass of water?* → Very polite

Use role-play:

- Student A: thirsty, wants water
- Student B: teacher, busy

Let them practice escalating politeness until they get the water.

Laughter guaranteed.

✅ Summary: Social Modals

Request	Could/Would/Can	*Could you help me?*
Offer	Shall I? / Can I? / Would you like…?	*Shall I open the door?*
Permission	May I? / Could I? / Can I?	*May I leave early?*
Invitation	Would you like…? / Will you…?	*Would you like to come?*

🎯 Remember:

Can = Casual
Could = Cautious
Would = Wonderful (for politeness)
May = Most formal

Politeness isn't just manners.
It's modal mastery.

Unit 10: Modal Verbs 5 — Past Forms:

The Grammar of Regret, Surprise, and Missed Chances

Now we enter the emotional past — where modals carry regret, surprise, and what-ifs.

Meet the Past Modal Forms:

- Could have
- Should have
- Would have
- Might have
- Must have
- Can't have

These are not about ability or permission.
They're about judging the past.

🔷 Could have + past participle **– Missed Opportunities**

I could have passed the exam… if I had studied.
She could have been a great singer.
We could have taken a taxi — but we walked.

💡 "Could have" = it was possible, but it didn't happen.
It's the ghost of what might have been.

🔷 Should have + past participle **– Regret & Criticism**

You should have studied harder.
I should have listened to my mother.
They should have apologized.

💡 This is the grammar of guilt.
Used to say: *You made a mistake. I told you so.*

But be careful — overuse sounds judgmental.

🔷 Would have + past participle **– Unreal Past (Conditionals)**

I would have called you… if I had known.
She would have won the race… if she hadn't fallen.

💡 This is the third conditional world — imagined pasts that never happened.

It's hypothetical, sad, hopeful, all at once.

🔷 Might have / May have **– Past Possibility**

He might have forgotten the meeting.
She may have left early.

💡 Used when you're guessing about the past.
"Might have" = slightly less sure than "may have".

🔷 Must have + past participle **– Logical Conclusion About the Past**

You're wet! You must have walked in the rain.
She's not here — she must have missed the bus.

💡 Not guessing. Deducing.
Like Sherlock Holmes: *The mud on your shoes… you must have been to the park.*

🔷 Can't have + past participle **– Impossibility in the Past**

He can't have stolen the money — he was with me.
She can't have finished the test already!

💡 Strong disbelief.
"It was impossible."

🌎 **TESOL Insight: Teaching Regret Without Sounding Harsh**

Use softeners:

You should have studied… but I know you were busy.
We could have left earlier… it's not a big deal.

Or use humor:

I should have married that billionaire. Oh well.

Let students write "Regret Postcards":

Dear Past Me,
*You should have saved money.
*You could have learned guitar.
You would have been happier.
— Present Me

Emotion makes grammar stick.

✅ **Summary: Past Modal Forms**

Past Modal Verbs	Type	Sentence
could have	Possible but didn't happen	*I could have won.*
should have	Regret / criticism	*You should have tried.*
would have	Hypothetical past	*I would have helped.*
might/may have	Possible past event	*She might have left.*
must have	Logical conclusion	*He must have known.*
can't have	Impossible past event	*She can't have seen it.*

🎯 Remember:

Should have = I regret
Could have = I missed it
Would have = It never happened
Must have = I'm sure it did
Can't have = I'm sure it didn't

The past isn't just history.
It's a conversation with what didn't happen.

Part V: The Dreamer's Grammar — If, Wish, and the Missing "The"

Unit 11: First and Second Conditional — Real & Imagined Futures

Let's begin with two sentences:

If it rains tomorrow, I will stay home.
If I won the lottery, I would travel the world.

One is real.
One is imagined.
Both start with if.
But they live in different worlds.

Welcome to the Conditional Universe — where possibility, fantasy, and logic collide.

🔷 First Conditional — The Real Possibility

Used when:

- The situation is possible, even likely
- You're talking about a real future condition and its result

Structure:
If + Present Simple, will + base verb

Examples:

If you study hard, you will pass the exam.
If she calls, I will answer.
If it snows, the school will close.

🧠 Think of it as a cause-and-effect machine:

- Cause: *If you touch fire*
- Effect: *you will get burned*

💡 This is the grammar of plans, warnings, predictions, and natural consequences.

Use it when you can say:

“This could actually happen.”

🌎 TESOL Insight: Teaching the “Real” Future

Use student-centered scenarios:

If you pass EDLE 103, what will you do?
If it rains on your wedding day, will you be sad?

Let them build real-life chains:

If I graduate, I will get a job.
If I get a job, I will buy a car.
If I buy a car, my parents will be proud.

Grammar becomes personal — and unforgettable.

🔷 Second Conditional — The Dream World

Used when:

- The situation is unreal, imaginary, or very unlikely
- You’re talking about a hypothetical present or future

Structure:
If + Past Simple, would + base verb

Examples:

If I were rich, I would buy a mansion.
If she studied more, she would pass.
If I lived on Mars, I would miss pizza.

🧠 This is the grammar of daydreams, fantasy, and gentle advice.

Note:
✅ *If I were you…* (not "was") — this is the subjunctive mood, used for unreal situations.

💡 “Would” here doesn’t mean future. It means imagined result.

🌎 Why “Past Tense” for Future Dreams?

Because English uses past forms to soften unreal ideas.

If I have money, I will help. → Real, direct
If I had money, I would help. → Unreal, polite, distant

It’s like putting a dream filter on reality.

🌎 TESOL Insight: Bridging Culture and Imagination

Ask:

If you were a superhero, what would you do?
If you met the Prime Minister, what would you say?

Students love to imagine.
Use that.
Let grammar ride on the wings of creativity.

And gently correct: ❌ *If I was you…*
✅ *If I were you…* — “were” is the magic word for unreal.

✅ Summary: First vs. Second Conditional

First	Real possibility	Present Simple	will + verb	*If it rains, I will stay.*
Second	Unreal/hypothetical	Past Simple	would + verb	*If I were you, I’d leave.*

🎯 Remember:

First = This could happen
Second = This probably won’t — but imagine if it did

One is a forecast.
The other is a daydream.

Unit 12: Third Conditional — Rewriting the Past

Now we enter the land of regret.

If I had studied harder, I would have passed the exam.
If you had told me, I would have helped.
She would have caught the train if she had left earlier.

This is the Third Conditional — the grammar of missed chances, past mistakes, and what-ifs.

It's not about changing the past.
It's about talking about it with regret or relief.

🔷 Structure: The Time Machine Formula

If + Past Perfect, would have + past participle

If I had known, I would have come.
If they had left on time, they would have arrived early.

🧠 It's like a double past:

- First: What didn't happen in the past (If I had studied)
- Second: What would have happened as a result (I would have passed)

Both parts are unreal — because the past cannot be changed.

💔 The Emotion Behind the Third Conditional

This tense is heavy with feeling:

- Regret: *If I had listened to you, I wouldn't have lost my job.*
- Relief: *If I had taken that flight, I would have been in the crash.*
- Blame (soft): *If you had reminded me, I wouldn't have forgotten.*

It's the grammar of mature reflection — not anger, but understanding.

🌎 TESOL Insight: Teaching Regret Without Shame

Use safe, fictional scenarios:

If Harry Potter had given Voldemort a hug, would the war have ended?
If Romeo had texted Juliet, would they still have died?

Then move to personal:

If you had known about this exam earlier, what would you have done differently?

Let students reflect — gently.

✅ Summary: Third Conditional

Unreal past condition	If + Past Perfect	*If I had woken up earlier…*
Unreal past result	would have + past participle	*…I would have caught the bus.*

🎯 Remember:

Third Conditional = Past regret + imagined result
“It didn’t happen. But if it had… this would have happened.”

It’s not grammar.
It’s emotional time travel.

Unit 13: I Wish, If Only — The Grammar of Longing

Sometimes, you just want to say:

I wish I were taller.
If only I had more time.
I wish he would call me.

This is the grammar of desire, frustration, and longing.

And yes — it uses conditionals in disguise.

🔷 I Wish / If Only + Past Simple **— Present Regret**

Used to express dissatisfaction with the present.

I wish I had more money. (I don't)
I wish she were here. (She isn't)
If only I knew the answer! (I don't)

🧠 Same as Second Conditional, but no "if" clause — just wish.

Note:
✅ *I wish I were…* (not "was") — again, the subjunctive.

🔷 I Wish / If Only + Past Perfect **— Past Regret**

Used to express regret about the past.

I wish I had studied harder.
If only I had listened to my parents.
I wish you had told me earlier.

🧠 Same as Third Conditional — but starting with wish.

🔷 I Wish + Would **— Frustration with Present Habits**

Used to complain about someone's annoying behavior.

I wish you would stop interrupting me!
I wish it would rain — the garden is dying.
I wish he would call once in a while.

💡 This is not about ability. It's about desire for change.

⚠️ Never use "would" in the "if" clause of conditionals:
❌ *If I would have known…* → Always wrong
✅ *If I had known…*

But:
✅ *I wish you would help me.* → Perfectly correct

✅ **Summary: I Wish / If Only**

I wish + Past Simple	Want to change the present	*I wish I were rich.*
I wish + Past Perfect	Regret about the past	*I wish I had gone.*
I wish + would	Annoyance / desire for change	*I wish you would listen.*

🎯 Remember:

Wish + Past = I'm unhappy now
Wish + Had + Past Participle = I'm sad about the past
Wish + Would = I'm annoyed and want you to change

Wishes aren't just dreams.
They're grammar with heartbreak.

Unit 14: Mixed Conditionals — When Time Collides

Now for the grand finale of conditionals.

What if the condition is in the past, but the result is in the present?

If I had studied medicine, I would be a doctor now.
If she weren't afraid of flying, she would have taken the trip last year.

This is the Mixed Conditional — where tenses cross time.

🔷 Types of Mixed Conditionals

1. Past Condition → Present Result

If + Past Perfect, would + base verb (present)

If I had practiced piano as a child, I would play well now.
If you had eaten breakfast, you wouldn't be hungry now.

💡 The past mistake affects the current situation.

2. Present Condition → Past Result

If + Past Simple, would have + past participle

If he weren't so lazy, he would have finished the project.
If she were more careful, she wouldn't have crashed the car.

💡 The current trait explains a past failure.

🌎 TESOL Insight: Untangling Time

Use timeline drawings:

[Past: Didn't study] ———→ [Now: Can't speak fluently]

↓ ↓

If I had studied... I would speak well now.

Ask:

What past action affects your present?
What present habit caused a past problem?

Let students build mixed stories:

If I had learned English earlier, I would have more job options now.

✅ **Summary: Mixed Conditionals**

Past → Present	If + Past Perfect	would + verb (present)	*If I had studied, I would know more.*
Present → Past	If + Past Simple	would have + past participle	*If he were kinder, he would have helped.*

🎯 Remember:

Mixed conditionals break the rules — but logically.
They show how past and present are connected.

Unit 15: Special Omissions of the Definite Article — When "The" Disappears

Finally, the quiet hero: the missing "the".

Sometimes, "the" is not used — even when you expect it.

Let's explore where and why "the" vanishes.

🔷 No "the" with:

1. Meals

I eat breakfast at 7.
We had dinner together.
❌ *the breakfast, the dinner*

✅ But: *the breakfast I had yesterday was burnt.* (specific)

2. Languages

She speaks English, French, and Spanish.
❌ *the English*

✅ But: *the English language* (noun phrase)

3. Transport (in general)

I go to work by bus.
They traveled by train.

✅ But: *I sat on the bus* (specific bus)

4. Institutions (when used for their main purpose)

He is in hospital. (British) / *in the hospital* (American)
She goes to school. (to study)
He is in prison. (as a prisoner)
They are at university.

✅ But: *I visited the school* (as a guest)

5. Abstract Nouns (general ideas)

Love is beautiful.
Honesty matters.
Time heals wounds.

✅ But: *The time we spent together was special.* (specific)

6. Names of Places (usually)

Mount Everest, Lake Victoria, Canada
❌ *the Canada*

✅ But: *the United States, the Himalayas, the Pacific Ocean*

🌎 TESOL Insight: Teaching the Invisible "The"

Use contrast pairs:

I'm going to school. (as a student)
I'm going to the school. (to attend a meeting)

Ask:

Are you entering as a learner, or as a visitor?

Let students feel the purpose behind the noun.

✅ Summary: When "The" is Omitted

Meals	*I had lunch.*	General activity
Languages	*She speaks Hindi.*	Language name
Transport	*by car*	Mode of travel
Institutions	*in hospital*	Purpose-based
Abstract nouns	*Life is short.*	General concept
Most place names	*Paris, Asia*	Proper nouns

🎯 Remember:

"The" = specific
No "the" = general, habitual, or abstract

Sometimes, the most important word is the one not spoken.

Final Words: You've Mastered the Grammar of Life

Congratulations.

You've traveled through:

- Tenses that bend time
- Modals that carry mood
- Conditionals that dream and regret
- Wishes that ache with meaning
- Articles that vanish when not needed

This isn't just grammar.
It's the architecture of thought, the rhythm of emotion, the tool of teaching.

As a BA (English Studies) - B.Ed (TESOL) student, you now hold the power to understand, explain, and teach English with clarity and heart.

And when your students one day say:

"I wish I had a teacher like you…"
You'll smile — because you're already that teacher.